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ABSTRACT

This monograph analyzes the current situation in the school-college relationship in preparing school personnel and suggests some future developments. The growth of this cooperation is traced from its tentative beginnings in the early years of the century to the much greater activity of the 1960's. The rationale for cooperation and partnership is examined, and five of the common forms of partnership are described: internship, teacher centers, laboratory centers, regional councils, and partnership at state level. The author then considers some of the issues and problems involved in the current situation, as well as the promising developments, including the increasing participation of state departments of education and teacher unions and associations. Four probable future developments are identified as 1) greater emphasis on partnership at the state level; 2) an increasing participation by teacher organizations; 3) the development of the teaching center as the clinical dimension of teacher education; and 4) a greatly increased student participation in the decision-making structure. A 140-item bibliography (SP 004 720, available separately) forms a part of this document. (MBM)

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SCHOOL-COLLEGE RELATIONS IN PREPARING SCHOOL PERSONNEL

by
Hans C. Olsen

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Preface

New alignments in preservice and inservice school personnel are commonplace today. The discrete divisions between college, state education department, and local school district have given way to overlapping and cooperative roles and responsibilities. A major challenge is to capitalize on unique capabilities and resources while avoiding needless repetition and competition. Put another way, all concerned with school personnel preparation must attain the promise of school-college collaboration and avoid problems.

This paper analyses the current situation and suggests needed next steps. An extensive annotated bibliography serves as a guide to those desiring further reading.

Acknowledgements are due Olsen, for authoring the paper; Barbour, for updating the bibliography; Margaret T. Reagan, for copy-editing; and Christine Pazak, for typing.

Barbour updated an earlier Clearinghouse bibliography developed by Helen Suchara. The update is so comprehensive, however, that the bibliography incorporated into this publication is essentially a new one.

The publication of bibliographies and monographs is only one of the Clearinghouse's activities. Its main function is to provide a centralized source for acquiring, abstracting, indexing, and disseminating information rapidly and inexpensively. It is part of a system which provides microfiche and hardcopy (reduced but readable to the naked eye) of many documents not otherwise available. The Clearinghouse also publishes *ERIC News Plus*, a monthly bibliographic guide to current documents selected for their importance to teacher education, and bi-monthly newsletter, *ERIC News*. These newsletters are provided on a complimentary basis.

The tasks of teachers and their trainers are of such magnitude that diversified teamwork is needed. Preparing to instruct children and youth is a lifetime task. No institution, agency, organization, or enterprise can do an adequate job without others. Hopefully, this publication will stimulate continued study and action to attain unity with diversity, strengths, and vitality in school-college relationships.

Joel L. Burdin
Director

February 1971

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Part 1

SCHOOL-COLLEGE RELATIONS IN PREPARING SCHOOL PERSONNEL

School-College Relations in Preparing School Personnel

by Hans C. Olsen

INTRODUCTION

"In the last several years there has been an accelerating movement toward collaboration in teacher education, particularly in the laboratory phase. The problems encountered by personnel from schools, colleges, state departments of education, professional organizations, and the federal government have made many aware of the need for cooperative arrangements involving schools, colleges, and related agencies. It has become clear to them that no one of these institutions or agencies can successfully 'go-it-alone' in the education of teachers, either preservice or inservice. As a result some institutions and agencies have already established cooperative ventures. Others want information which will assist them in developing partnerships" (22: v).

One of the most significant developments in the preparation of school personnel during the last decade has been the changing relationship between schools and colleges. There has been a marked shift from relatively loose affiliation to partnership, from unilateral decision making and independent action to shared judgment and joint procedures. While this change has not penetrated all sections of the teacher education community, the trend is underway.

This paper will trace the recent development of school-college relationships in the preparation of school personnel, present the rationale for the evolving interinstitutional cooperation, summarize the many forms of school-college collaboration, point up important considerations with regard to the current status of school-college relationships, and indicate probable future trends taken by school-college cooperative ventures.

DEVELOPMENT OF SCHOOL-COLLEGE COOPERATION IN PREPARING TEACHERS

Schools and colleges have been loosely affiliated in the preparation of school personnel since before the turn of the century. Student teaching and, occasionally, other clinical experience have brought them together. Until the late 1940's, most teacher education programs were conducted solely on college or university campuses. Clinical work in these programs was provided in college owned and operated laboratory (now campus) schools located on campus.

From the early 1900's, however, there have been instances of other arrangements for providing clinical experiences that brought schools into some form of cooperation with colleges. These usually occurred where campus laboratory schools were either not feasible or not equal to the task. One such alternative to the on-campus laboratory school was the college staffed and operated school in an off-campus setting under contract with the school system. Another alternative that slowly grew more widespread in the 1920's and 30's was one in which a college negotiated contract with nearby school systems provided for the placement of student teachers in the schools of those systems. The retention of program control remained firmly in college hands under these arrangements.

During the 1930's internship programs appeared in a number of cities, "some of which were designed and operated jointly by school systems and teacher preparation institutions" (3: 17). In many respects, those internships so designed and operated were among the first collaborative school-college ventures in preparing teachers that placed the two institutions on a par. It should be noted, however, that not all internships of that period were cooperatively planned and conducted (4: 6-8).

In the years immediately following World War II, most student teaching programs were moved to off-campus settings. Campus schools simply could not handle the load. The explosive rate of increase in the number of college students preparing for a teaching career made it possible to carry on in the same facilities and in the fashion as during the pre-war period. Placing almost all teacher education students in nearby schools for student teaching created a great many problems. It was a case of two institutions unused to working together and personnel unprepared to function as equals in designing and conducting an important segment of teacher education programs.

In a large majority of these off-campus student teaching programs, college domination remained: The schools "cooperated" with the college. They were known as "cooperating schools." Rarely was the college thought of as the "cooperating college." The relationship was clearly unidirectional. In some off-campus student teaching programs, the same terminology was in use, but the schools were given or gradually took control. In either case, while there usually was cooperation of a sort, it certainly was not collaboration by equals.

The Association for Student Teaching (now the Association of Teacher Educators) was much involved in describing, studying, and reporting the move to off-campus student teaching. In a series of publications spanning the decade 1951-61, AST discussed the evolving relationship between schools and colleges in the preparation of teachers. Taken in series, four of these publications (16,14,10,7) provide an overview of the situation. Throughout these volumes runs a repeatedly expressed concern for close cooperation and partnership between colleges and their cooperating schools. Yet, most of the data reported in these publications indicate that patterns of loose affiliation predominated during the decade. Indeed, with some notable exceptions, the kind of cooperation envisioned by the writers continued to leave the college in control.

This was the period of battles between the educationists and academicians from the arts and science faculties within the colleges. Content and control of the on-campus dimensions of the teacher education program took center stage. With attention focused elsewhere, school and college personnel working in student teaching programs were left pretty much to their own devices. This period, lasting until about 1960, could be termed "The Long Sleep." Farsighted teacher educators of the era saw the problem and did their best to share their vision. Action in developing partnerships, however, was restricted to only a relative handful of settings.

But the winds of change were blowing. The vituperation of the educationist-arts and science battles gradually subsided as new cooperative relationships were forged in that sector of teacher education. At the same time the climate affecting student teaching was changing. The stresses and

strains of the prevailing loose affiliation of schools and colleges could be ignored no longer. "Teacher educators involved with the direction of off-campus student teaching programs were realizing as the 'good will' was running out in this voluntary arrangement that you could ask just so much of the overworked classroom teacher and overtraveled college supervisor, and that some kind of more permanently structured relationship needed to be explored (19: 3-4).

During the late 1950's and early 1960's several patterns for partnership arrangements had been developed and were being refined. It was during this period that the trend toward joint ventures in teacher education really got underway.

This trend did not grow out of one particular program or innovation. Through trial and error, pressured by obvious need, partnerships developed in widely scattered parts of the country. There was relatively little written about them at the outset and communication among them tended to be quite informal.

In 1962 the Subcommittee on School-College Relationships in Teacher Education was established by the Committee on Studies of the American Association of Colleges for Teacher Education in cooperation with the Association for Student Teaching, which appointed one of the seven members. In the brief years of its existence, the Subcommittee, under the chairmanship of E. Brooks Smith, exerted leadership in studying, documenting, publicizing, and guiding the trend toward school-college partnership efforts in preparing teachers. This small and, at the outset, obscure group conducted studies, sponsored conferences, and reported the results of its work. These caught the attention of teacher educators in schools, colleges, state departments of education, teacher organizations, and the federal government. The Subcommittee was a significant force in accelerating the trend toward partnership.

As one dimension of its work, the Subcommittee was instrumental in bringing out three well-known publications that form a series concentrating on collaborative ventures in the preparation of teachers. The first, published in 1964, was a milestone publication: It described and analyzed colaborative efforts then underway and thereby raised the curtain on the trend toward cooperation. *School-College Relationship in Teacher Education: A Report of a National Survey of Cooperative Ventures* (19: 69) was followed a year later by a second report: *Cooperative Structures in School-College Relationships for Teacher Education*, Report Number Two (20: 106). The latter publication focused specifically on "organizational structures and arrangements designed to facilitate school-college cooperation in teacher education (20: foreword). The third volume, a joint AACTE-AST publication, *Partnership in Teacher Education* (22: 296), came out in 1968. It established a frame of reference and guidelines for possible solutions to the problems that arise when schools and colleges come together to prepare teachers.

The Subcommittee supported several conferences devoted to the topic. In November 1964, it sponsored an invitational conference that ushered in the era of concerted study and development of partnerships in teacher education. The Work Conference on Cooperative Ventures (20: 61-80), brought together invited conferees from across the nation to consider common problems,

A second noteworthy conference, the 1966 Summer Workshop-Symposium on "School-College Partnerships in Teacher Education," was co-sponsored by AST and AACTE. It enabled participants from all parts of the country to become acquainted with the current cooperative ventures, obtain information necessary for reasoned study of working partnerships in the preparation of teachers, investigate topics related to the theme, and refine existing models for joint programs (22).

During this same period another important group was established following spadework undertaken by the National Commission on Teacher Education and Professional Standards. The Joint Committee on State Responsibility for Student Teaching was formed in 1964 by seven sponsoring groups (AACTE, American Association of School Administrators, AST, Council of Chief State School Officers, Department of Classroom Teachers, National Association of State Directors of Teacher Education and Certification, and NCTEPS). The Joint Committee was directed to study and make appropriate recommendations regarding the range and types of state responsibility for student teaching. In 1966 it published its first report, *Who's In Charge Here? Fixing Responsibilities for Student Teaching* (13), which described the general disarray in student teaching and recommended a state-wide collaborative approach to establishing roles, standards, and support for student teaching. It was followed in 1967 by a second report, A New Order in Student Teaching (12), which defined new responsibilities, outlined new roles, and described new interinstitutional structures providing for collaborative policy making, planning, and administration. The Joint Committee took the position that "old, loose liaison patterns of forced hit-or-miss cooperation must be abandonded" (12: 12).

This second period in the trend toward partnership might be called "The Awakening." From about 1960 to 1967 there was much stirring, studying, testing, and "getting with it."

The activities of the Subcommittee on School-College Relationships in Teacher Education and the Joint Committee on State Responsibility for Student Teaching give a flavor of the turmoil related to the changing relationships among schools, colleges, and other agencies. Many other publications--monographs, pamphlets, articles--describing new or revised partnership programs appeared. Conferences, clinics, workshops, and other meetings sponsored by AST, AACTE, and NCTEPS during this period reflected the ferment. Clarke's prophecy of 1961 was close to the mark:

> There seems to be little doubt that the concern of teacher education in the next decade will be centered primarily upon problems arising from the emerging partnership of colleges and public schools in the preparation of teachers. This is not a new set of problems or a new point of concern, but the partnership seems to have passed now from the initial stage of administrative expediency into the long-range refinement of a reasonably permanent relationship (7: foreword).

The third period, starting about 1968 and continuing through the present, could be called "The Explosion." Collaboration is no longer just for the bold, the farsighted, the innovative. The situation is characterized in the statement by Brooks Smith: "The movement toward closer collaboration, indeed toward partnership in the teacher education and educational research endeavors, is not just on its way; it is happening precipitously ..." (22:13).

RATIONALE FOR SCHOOL-COLLEGE PARTNERSHIP

Schools and colleges, often along with other agencies and organizations, have developed a variety of arrangements to accomodate their need to work together. These range from rather distant, ill-defined patterns to close, well-structured relationships. They fit no general plan but the words "cooperative," "cooperating," or simply "cooperate" appear repeatedly.

Definition: Cooperation and Partnership

A major problem derives form the definition of "cooperate." Quite obviously it means different things to different people. Simple thinking of it as "working together" leaves wide latitude for personal interpretation, which often leads to misunderstanding and friction. The impatience, even frustration and anger, that results is evident in calls for "real cooperation" and searches for assistance in designing mutually acceptable patterns of collaboration.

Cooperation, as it pertains to the relationship between schools and colleges in preparing school personnel, is coming to mean partnership. It encompasses "joint decision-making, joint planning, and joint action"(19: preface), plus joint financial responsibility.

But the concept of partnership in teacher education must include state departments of education, professional organizations, community agencies, and the federal government, as well as schools and colleges. Partnership, then, can be achieved "only through regularized collaboration where both the institution of higher education and the school, with appropriate related organizations and agencies, are jointly responsible and accountable for the education of teachers" (18: 2). Thus, partnership requires shared responsibility and accountability by professional equals.

Elements in the Rationale for Cooperation and Partnership

Numerous writers have identified and described various elements in the rationale for cooperation and partnership.

1. Partnership gives legitimacy to what has been step child operation. Off-campus student teaching has developed in between two separate and different established institutions (5: 36-40). Collaboration provides a quasi-institution or interinstitution between school and college, with support and involvement by appropriate related organizations and agencies (22: 20). Such an interinstitution fills the gap, the gray area between existing institutions, organizations, and agencies.
2. Partnership, through the development of recognized, although not always legally incorporated interinstitutions, furnishes structure needed for joint policy making and clearly administration of that policy (22: 21). Formal, agreed upon statements of organizational pattern and standard operating procedure form the basis for this structure (20: 1-2). The policy-making body in a particular setting may be called the coordinating council, the policy board, the steering committee, or some variation of these.

3. Partnership is collaboration by professional equals. It requires acceptance of the notion that personnel from each of the participating institutions, organizations, and agencies "are equal in their contribution to, and importance in the equal enterprise, but the contributions are different" (22: 15). There must be mutual respect for and encouragement of the differing talents, knowledge, and viewpoints participating personnel bring with them from their respective institutions, organizations, and agencies (18: 27).
4. Partnership demands clearly define roles and responsibilities for all participating institutions, organizations, agencies, and personnel (18: 28). Uncertainty and confusion about who does what, when and how is reduced to a minimum.
5. Partnership serves to establish common purposes for all who participate (22: 113-115). It creates a remarkably similar frame of reference among participants and developes a commitment to the enterprise that can withstand even the most rigorous jolts and strains encountered in any multi-institutional operation.
6. Partnership provides enough flexibility so that changing circumstances, differing needs, new personnel, innovative practices, experimental processes, and novel ideas may be accommodated. Status problems, institutional barriers, and procedural hang-ups are curtailed (20: 105). Disagreement and conflict may be resolved without basic damage to the joint venture. Continuity can be maintained.
7. Partnership rests upon full participation by all participants in the decision-making process. Individuals and institutions must be fully and appropriately involved. This means that communication is open, regularized, and clear. Shared authority is a prerequisite to joint accountability (18: 28-30).
8. Partnership requires that the resources of the participating institutions, organizations, and agencies be committed to the joint venture. When those persons involved in collaboration at any level know the resources firmly committed to their operation, they can make reasonable decisions and plans. Without that knowledge they can only guess and hope; such does not make for sound, lasting relationships. Specific commitment of personnel, facilities, funds, and other resources leads to a more mature, regularized relationship. Joint fiscal responsibility is necessary (19) for he who pays the piper calls the tune, and he who does not pay dances to someone else's tune.

FORMS OF PARTNERSHIP VENTURES IN TEACHER EDUCATION

The purpose of this section is to identify and briefly describe five common forms of partnership. References to operational programs or published models may serve to illustrate the basic forms, but no attempt is made to list all programs and models that may fit each basic form.

Internship

The internship, as was noted earlier, was one of the first forms of partnership involving school and college. The term internship has been used in a variety of ways but in the context of partnership the following definition has become [illegible].

> The internship in teacher education is an integral part of the professional preparation of the teacher candidate, having been preceded by successful observation, participation, and student teaching or equivalent clinical experiences in a school environment and is planned and coordinated by the teacher education institution in cooperation with one or more school systems. The intern is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, and enrolled in college courses that parallel his professional experience. The intern is supervised both by a highly competent teacher who is recognized for his supervisory capacity and is assigned released time to devote to the supervision of interns and by a college supervisor who makes a series of observations and works closely with the school supervisor and the intern (4: xi).

As defined here, the internship is the most stylized of the five common forms. Nevertheless, there are many variations of the basic form. One type of internship is part of a 4-year teacher education program. A second is the basis for a 5-year program. A third constitutes the bulk of a fifth year program. Within any of these types, there are almost as many differences as there are programs. For the purposes of this discussion, however, it is important to note those elements of the internship as defined here that differentiate it from conventional off-campus student teaching. The intern is an employee of the school district, he has basic responsibility for the class or classes he is assigned, and part of his supervision comes from a skilled teacher-supervisor who is given released time for that task.

"The expenditure of tangible funds and the release of personnel for supervision and pivotal points which may cause a more mature teacher education partnership" (4: 135). Collaboration is enhanced because the college must provide the interns for the teaching positions held open by the school district, supervisors must be jointly selected, and interns must be assigned judiciously. Another point at which close, structured cooperation must occur is in the supervision. Since both the teacher supervisor and the college supervisor are responsible for many of the same interns they must work together as an effective team, each maintaining his own role within the team effort. It is clear that with so much invested, neither school nor college can afford to abdicate.

One of the first internship programs to gain widespread prominence was part of the MAT program at Harvard Graduate School of Education (19: 38-40). The first portion of the internship was undertaken in Harvard-Newton Summer School. The following academic year the MAT student spent a full semester as an intern in another cooperating school. The internship was under the direction of a council of cooperating district superintendents and university faculty members.

Another type of internship developed at Central Michigan University (4: 174-75). It originally was a 5-year program in which the teacher education student spent one semester of each of his last 3 years as an intern. Each year his degree of responsibility and his amount of pay increased. Revisions in the last several years have made this 4-year program with two periods of internship.

The Elementary Internship Program under the auspices of Michigan State University, which "selected Michigan school systems, and affiliated community junior colleges" is in many respects similar to the four year program of Central Michigan University (11). However, it is unique in that the collaborative structure includes several school districts clustered as a center with an area community college as the physical hub. Each internship center is a partnership of personnel representing the many participating institutions.

An example of another type of internship is the team internship developed cooperatively by the Detroit Public Schools and Wayne State University (21: 7-16). This internship could be at either graduate or undergraduate level, but all interns have completed student teaching. In this program four interns form a team, two to an elementary school classroom. The two classrooms are close together so that the "teacher-director" and "clinical instructor" may work with all members of the team. Each intern is present 80 percent of the school week. This means that each one has the classroom alone as well as with his partner. The activities of each set of four interns are planned and evaluated cooperatively by a team of six people: the four interns, the teacher-director and, clinical instructor. Overall direction of the team internship rests with the steering committee of the student teaching center in which it is located.

Teacher Center

The teaching center is a direct attempt to resolve the problems that plague the now conventional off-campus student teaching program. It may be located in one building or in several buildings in close proximity. If the latter, the buildings may all be in one school district or in several districts. The first characteristic of a teaching center is the clustering of student teaching and/or internship stations (22: 53). The number of student teachers or interns in a center is usually between twelve and thirty.

The second characteristic is that a coordinating group consisting of personnel from school, college, and occasionally other organizations and agencies is the basic structural entity in the teaching center.

> The coordinating council is established to deal with the murky areas between that which is clearly the responsibility of the school and that which is the obligation of the college. But it cannot contravene policy of either school or college (20: 82).

Involvement of the state department and professional organizations can be very important. The areas between these and school and colleges can be murky indeed.

A third characteristic is that each teaching center is semi-autonomous and, although it shares certain characteristics with every other center and must operate within the framework of school and college policy, the special conditions of its setting and resources make it unique (20: 81). The diversity of approaches followed by the various centers cooperatively sponsored by any one school or college may be truly amazing. Marked differences may be seen in size, administrative structure, policy-making organization, operating procedures, and scope of the program.

A fourth characteristic of the teaching center is recognition that every professional in the center--no matter from which institution, organization, or agency--is a part of the joint venture. Efforts are made to involve everyone as a member of the team.

In addition to these four characteristics the teaching center is a valuable vehicle for:

1. Providing inservice education for school and college personnel;
2. Clarifying supervisory roles and responsibilities;
3. Influencing program development in both school and college;
5. Maintaining a flexible and responsive clinical experience program in the teaching center; and
6. Encouraging innovation and experimentation.

Many people confuse teaching centers as described here with conventional student teaching centers. While there are many similarities the crucial characteristics of partnership are missing in the latter. The likeness in labels causes difficulty.

The Wayne State University Department of Elementary Education was among the first to report having joined with school systems in developing teacher centers. The initial centers got underway in January, 1963 (19: 28). They were soon joined by several others, no two of which were completely alike. Some developed in inner-city areas of Detroit. Others were established in the outer areas of the city. Still others involved the University with suburban schools. One of the latter was partnership of the University with five small adjacent school districts.

Another center was divided into two constellations of schools, one inner-city, the other outer-city (22: 67). Student teachers remain in this center for two quarters, having one assignment in one constellation of schools and the second in the other. The breadth of experience gained by these student teachers was believed to be a significant gain in this approach.

The building approach to student teaching developed in another of the Wayne State Center (22: 248-50). In this approach a building Supervising Team operates in each building in the center. Members of the team are the principal, the college supervisor, a representative from the central office of the school system, and all those teachers who are supervising teachers at the time of the meeting. The Building Supervisory Team determines student teaching policy for the building and also implements center-wide policy within the buiiing. In a sense, each building is a center within the center.

> In the building approach student teachers are assigned to a building rather than to a supervising teacher. Assignment within the building is determined by the Building Supervisory Team. This Team, under the chairmanship of the principal, meets four times each quarter (more frequently if needed) to evaluate the professional growth of each student teacher and plan appropriate experiences to promote further growth (22: 249).

Perhaps the best known of the teaching center program is the one associated with the University of Maryland (9: 544-47). It differs from the

aforementioned Wayne State University centers in a number of ways. One feature of the Maryland approach is the coordinator. He is a joint appointee of the school and the college, based in the center where his task is to coordinate the teacher education activities. A center consists of both elementary and secondary schools. Student teachers are not assigned to supervising teachers, rather, they are placed in the center and moved from one experience to another as seems best for each of them. This has some characteristics of the building approach briefly described earlier. Another important aspect of the Maryland program is the inservice program for developing a staff of Associates in Teacher Education. With the involvement of State Department of Education personnel and some assistance from the Maryland Multi-State Teacher Education Project (M-STEP), this program has spread across the state (17).

A different arrangement characterizes the Kanawha County Multi-Institutional Student Teaching Center which won the AACTE Distinguished Achievement Award in 1970 (2). Seven colleges and universities (Concord College, Marshall University, Morris Harvey College, West Virginia State College, West Virginia University, and Hampton Institute), the Kanawha County (West Virginia) Schools, and the West Virginia State Department of Education have banded together to provide a coordinated student teaching program (15). Two features of this teaching center are readily apparent: Colleges have had to willingly give up some of their traditional autonomy as they come together in the center, and the State Department is a full partner in this collaborative venture. Student teachers assigned to this center become the responsiblity of the center staff rather than remaining under the direct control of their parent college. The role of the college supervisor has been reduced in favor of supervision by supervising teachers working in concert with the center coordinator and county supervisory personnel. An important part of the center program is the inservice growth of teachers as supervising teachers, this is tied to requirements for licensure as a Teacher Education Associate as set forth by the West Virginia Board of Education. This teaching center is an outgrowth of the West Virginia M-STEP project.

The last of the teaching centers approaches to be presented is the Cooperative Urban Teacher Education program which received Special Recognition by AACTE in 1970 (2). This partnership project concerns itself with preparing teachers for inner-city schools. The first CUTE center was in Kansas City. The project has since expanded to Oklahoma City and Wichita. Several colleges, one or more school systems located in relatively large cities, the Mid-continent Regional Educational Laboratory, and in two cases, area councils on higher education are included in each center. An Urban Teacher Education Committee directs the CUTE program within each center. The Committee is composed of one representative from each participating school system and college plus one from McREL and one from the area council on higher education. The center is supported by grants from various sources, tuition rebates from the participating colleges, and donations of staff time, office and siminar facilities, and other services from the participating schools. Each center is staffed by a director and faculty members approved by the participating colleges and McREL.

Student teachers are turned over to CUTE for one semester during which time they are oriented to educational problems in inner-city areas; made

familiar with children and life in inner-city sections; provided seminar experiences in studying sociological, psychological, and educational problems encountered in their clinical experiences; and engaged in student teaching under supervision of center faculty and experienced inner-city teachers (8: 21-22). Each student teacher enrolls in his home institution and receives a semester of academic credit for his work in the CUTE program. Many community agencies participate in providing a rich component of clinical experiences.

Laboratory Center

The laboratory center may in practice go by any one of several labels. It may be called an affiliated school, a research and development center, a demonstration center, an associated school, or a center for innovation and experimentation. By whatever name, the concept is one of a center for experimental teaching and research, for innovation in selected facets of education, and for the education of teachers. In its demonstration dimension it is often designed to be "a beacon of professional enlightenment" (19: 34). A laboratory center results from the partnership of a college and one or more schools. Occasionally other agencies and organizations are part of the collaborative structure. A steering committee composed of representatives of all participating institutions, organizations, and agencies directs the operation of the center. It must see that roles and responsibilities are clear, establish criteria for choosing projects, decide upon project priorities, and handle policy matters. "...[U]ndergirding the entire affiliated school [laboratory center] process is a prevailing attitude of cooperating colleagues endeavoring, in a joint professional venture, to contribute possible answers to multiple questions that are inherent in the perpetual quest for ever improved school experiences for children and teachers" (20: 86). Several projects may be undertaken simultaneously within a center or it may be decided to focus entirely upon one project.

In some laboratory centers the steering committees (by whatever name) may meet only infrequently once structure is established, policy set, and projects underway. The close cooperative relationship of school and college personnel working together on a project may reduce the need for the steering committee to meet frequently.

An example of the laboratory center concept in action may be found in the Campus School Program for Research and Development in the City of New York (22: 79-80). In this program an elementary school affiliates with a college to become a laboratory center. The pooling of resources to achieve the purposes of the center gives it strength.

Some of the federally supported Research and Development Centers also fit the model of a laboratory center.

Regional Council

The regional council is a coordinating agency for teacher education activities of one or more colleges working together with school districts over a fairly large geographical area. The council is the policy-making body for the cooperative aspects of the teacher education program that fall between the school and the college. Since it deals with policy for a large

area and many institutions, there is in most cases, rather wide latitude for the development of teaching centers, laboratory centers, and other variations in program and procedures at the local level.

Probably the most sophisticated regional council plan now in effect is the Central Minnesota Teacher Education Council (6). It is a non-profit, tax-exempt corporation that is fully sanctioned by the state college board. Currently St. Cloud State College and 35 school districts belong. The Council has 43 members: One (either the superintendent or his representative) from each of the school districts, five from the college, and three supervising teachers. An elected board of directors (three supervising teachers, three administrators, and three college faculty members) serve as the executive committee for the Council. The fact that CMTEC is a corporation makes it unique as a school-college partnership.

Another unique feature is that CMTEC is completely self-supporting.

> The student teacher pays a tuition fee of $68.00 for a quarter of full-time student teaching. Of this amount, the college pays $64.00 to the student teaching center. The centers allocate $30.00 as a stipend for the supervising teacher, $14.00 for operating expenses for the... Council and the executive committee, and $20.00 for professional improvement experiences within the centers (22: 52).

Several special practicum experience programs have developed under the auspices of CMTEC.

Partnership at the State Level

The basic feature of this form of partnership is the deep involvement of the state department of education. Some of the collaborative ventures at this level seem far removed from the everyday business of preparing teachers; the classroom practitioners in both school and college are usually not very close to the action in these programs. Other partnerships deeply involve large numbers of classroom teachers and college professors. Some of the cooperative programs are continuing ones; others are relatively short-term projects. And just to make the picture even more muddled, some partnerships at this level have two or more of these elements within them.

An example of the continuing partnership at the state level is the Georgia Teacher Education Council, "the recognized body for developing policies governing the standards for programs for teachers within the state" (22: 41). Each college approved for teacher education is represented on the Council, as are schools through representatives selected by departments of the state education association. These are joined by representatives of the state department of education. The Council engages in the study of teacher education problems in Georgia and approves programs for resolving them. The student teaching program of the state results from Council action.

Another type of state level partnership is the large scale project supported by outside funds. The project is not always continued when the funding period ends. The Oregon Program was a funded project involving the state department of education, eight colleges, and twenty-three school

districts (23: 444-51). It focused on improving the competencies of those who supervised student teachers through a program of conferences, clinics, seminars, and workshops. Another facet of the program was the reorganization of supervisory services in two college programs through a move to clinical professorships. Clinical professors in these programs are jointly selected and supported by and responsible to the school and college. They are based in the schools and charged with directing the student teaching program in that school setting.

A quite different state level collaborative venture is underway in Washington where certification standards are being drastically revised and put on a performance criteria base (1: 133-35). Colleges, professional associations, and school organizations with assistance from the state department are working together to build new relationships and develop acceptable performance criteria. At least two features make this program unique: the move to performance criteria instead of retaining conventional standards based on course credits and experience and on the very important place of the professional association in the partnership.

CURRENT STATUS OF SCHOOL-COLLEGE RELATIONSHIPS

Obtaining a clear picture of the current status of collaborative ventures in teacher education is difficult. The rapidly accelerating move toward greater involvement and partnership is not uniform across the nation nor within any area of it. Yet, certain issues and problems may be noted and promising developments identified.

Issues and Problems

There are many issues and problems at hand:

1. Instead of altered practice and structure many cooperative programs are really nothing more than the result of change terminology. It is in to boast of cooperation, collaboration, and partnership. In some instances, those who use the terms have not examined their own definitions of the words.
2. Some partnerships become overorganized and so do not remain responsive to new conditions. The cooperative structure must allow for delegation of responsibility. "Small groups and individuals need to be given authority. . . to make day by day decisions" (22: 22). At the same time, not so much authority should be delegated as to destroy the steering groups through inactivity and boredom. Achieving the proper mix is often difficult.
3. Some coliaborative ventures are endangered by the magic of the word cooperation. Partnership cannot solve all of the problems of teacher education, and those who fail to recognize this tend to become frustrated and embittered (22: 233-34). When that happens, collaboration usually wanes.
4. Some developing partnerships depend upon the fact that those who work together are on the same wave length. In some other situation, a key person makes the cooperation work through his skill, knowledge, and ability to work people. Problems arise, however, when the composition of the working group changes. If one of the wave length partners drops

out or the key person leaves, the partnership may deteriorate. Partnership by personality is not very stable. The skeletons of some such ventures turn up periodically.

5. Far too frequently the move toward collaboration is stifled because the roles and responsibilities of the institution and individual participants are not clearly thought through and jointly accepted.

> Many of the cooperative ventures ... are vague about responsibilities and who will decide what. A cooperative body not knowing its limitations as well as its possibilities will die on the vine as have many informal committees instigated for the improvement of student teaching ... They disband after the flush of newness and cogeniality wears off because they are not really responsible for anything or to anybody and find themselves in a power vacuum (20: 100).

6. Financial problems put a severe strain on many developing joint ventures. Rarely do collaborative ventures reduce costs. Program improvement requires additional funds, not fewer. Working in concert with others consumes more time than does proceding alone. Different facilities and materials usually are called for. Both cost more. People involved in a partnership will often make sacrifices at the outset to make it work. But this will continue only until they decide the personal cost is too high. Then the partnership is dead.
7. Some partnerships become ritualized and deteriorate when the "new" has worn off and the excitement has dissipated. "Unless innovation is sustained, a program becomes moribund and eventually collapses or must be resurrected in a major upheaval. The cooperative arrangements that develop must not only allow but encourage innovation without destroying themselves" (22: 233).
8. There is a shortage of professionals who are experienced in partnership and who have the knowledge, the skill, and, most of all, the vision to give wise leadership to emerging or troubled cooperative ventures. Trail and error attempts to build and strengthen joint structures often cause friction that may jeopardize the partnership.

Promising Developments

There are many promising developments:

1. Increasingly, state departments of education are becoming full participants in all forms of partnership.
2. There are signs that teacher associations and unions are beginning to be involved; teachers are now seeing themselves as important participants in the preparation of new teachers.
3. The evolution of partnership forms has persisted; structures and procedures continue to become more refined and sophisticated.
4. Partnerships are now being seen as valuable means of enhancing the professional growth of school and college participants; preservice preparation may be the focal point; it is not the only level of professional growth served by collaboration.
5. Regional councils are being established in many of the large metropolitan centers of the nation.
6. With the publication of A Guide to Professional Excellence in Clinical Experiences in Teacher Education (18) by AST this year, people who have

been searching desperately for guidelines for cooperative control and decision making in the clinical dimension of the teacher education program now have them available. They will also have the guidelines in the framework of a forward looking concept of clinical experiences.

PROBABLE FUTURE DEVELOPMENTS

Trying to predict the future is always hazardous. There are, however, at least four developments in school-college partnerships that appear likely.

The first is the development of greater emphasis on partnerships at the state level. The Washington and Maryland programs cited earlier are probably illustrative. The state department will be deeply involved in providing leadership.

A second development is that teacher organizations will play a major role in all forms of partnership and at all levels. In many instances, if not most, the partnership agreements will be negotiated as teacher contracts are now.

The teaching center will develop as an almost universal structure in whatever school setting the clinical dimension of teacher education is established. The end of the acute teacher shortage and the clustering of teacher education students in centers will ensure that not all school districts will participate in teaching center partnerships. It may be that laboratory centers will be established in such school districts but a more likely trend is the development of combined teaching and laboratory centers.

The fourth development is vastly increased student participation in the decision-making structure, especially at the local level.

CONCLUSION

The conventional loose affiliation of schools and colleges for the preparation of teachers is changing rapidly. The move is to partnership: Regularized collaboration in which there is shared responsibility and accountability by professional equals. Schools and colleges are being joined in this new relationship by appropriate related organizations and agencies. There are five common forms of partnership, each with many variations. New forms are expanded understandings of partnership are still developing.

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Part 2

SCHOOL-COLLEGE RELATIONS IN PREPARING SCHOOL PERSONNEL: A BIBLIOGRAPHY

School-College Relations in Preparing School Personnel: A Bibliography

by Chandler Barbour

I. SCHOOL-COLLEGE COOPERATION IN DEVELOPING PROGRAMS

American Association of Colleges for Teacher Education, Committee on Studies. Cooperative Structures in School College Relationships for Teacher Education. Report No. 2 from the Subcommittee on School-College Relationships in Teacher Education. Washington, D.C.: the Association, 1965.

This is the second in a series of reports by the AACTE Subcommittee on School-College Relationships. Four models of such ventures are described and include a model of a cooperative resource demonstration center, an affiliated school model, a teaching center model, and a student teaching council model.

Andrews, L. O. "Curriculum To Produce Career Teachers for the 1980's," Theory into Practice, 6:236-45; December 1967.

The author points out the inadequacies of what may be called "traditional" teacher education programs. In calling for a radical revision of teacher education programs, the structure of a partnership arrangement is clearly delineated including the use of "clinical professors" and internship programs.

Bennie, William A. Cooperation for Better Student Teaching. Minneapolis: Burgess Publishing Co., 1966.

The author characterizes student teaching as a joint responsibility of public schools and teacher education institutions. He describes typical programs of student teaching, some general principles involving the agencies working on these, issues yet to be resolved in teaching education, and ways of resolving the issues.

Bradley, R. C. "Improving Student Teaching Experience," Contemporary Education, 40:39-47; October 1968.

The author discusses a cooperative teacher education concept which presents in detail the responsibilities of the principal, the cooperating teacher, and the college coordinator. Finally, the idea is presented that only such a cooperative endeavor in the task of preparing teachers can meet the needs of tomorrow's schools.

Cartwright, William H. "The Teacher in 2065," Teachers College Record, 66:295-304; January 1965.

One hundred years hence, partnership--cooperative planning between schools, colleges and universities for teacher education--will be standard practice.

Clothier, Grant, and James Swick. Cooperation: A Key to Urban Teacher Education. Kansas City: Mid-Continent Regional Educational Laboratory, June 1969.
ED 032 255. EDRS Price: MF-$0.65; HC-$3.29.

The Laboratory's Cooperative Urban Teacher Education Program (CUTE) involves 23 colleges and six school systems in an attempt to develop a practical plan for cooperation in preparing teachers for inner city classrooms. The Lab serves mainly as a catalyst in synthesizing and promoting ideas. A five-stage plan provides both a structure for the cooperative solution to problems and a set of guidelines for interaction. Unique items included are evaluative comments from participating personnel and some guidelines for organizing a cooperative program.

Collins, James F. "The Teacher Education Center Concept: A Unifying Approach to Teacher Education," Educational Leadership, 27:544-47; March 1970.

The author discusses the teacher education center concept as a means of establishing a new kind of joint sovereignty for teacher education shared by colleges, state departments of education, public schools, and professional organizations. The center is explained as a vehicle where personnel focus on the study of teaching and learning while becoming more effective teachers and teachers of teachers.

Denemark, George W. "Urban Schools: Challenge to the Urban University," National Elementary Principal, 46:30-34; February 1967.

The author discusses urban university involvement in all aspects of urban school problems. Included is a proposal for cooperative ventures in the development of teacher education programs.

Elam, Stanley, ed. Improving Teacher Education in the United States. Report of a Symposium sponsored jointly by Phi Delta Kappa International, Stanford University, and the Stanford University Chapter of Phi Delta Kappa. Bloomington, Ind.: Phi Delta Kappa, 1967.

The book contains the major symposium papers along with discussions of each. The last four chapters by Cogan, Barnes, Stone, and Davies are particularly germane to the topic of school-college relationships.

Emmet, Robert. "School Practice Reappraised; Towards a Closer Partnership," Times Education Supplement, 2621:266; August 1965.

The head of the Education Department of Whitelands College, London, presents a brief proposal. The article deals with the schemes which have especial reference to "teaching practice" and the use of schools. He presents a case for a new scheme which would necessitate rethinking the whole of the student/school/tutor/teacher relationship.

Fuchs, Grover A. "Pitfalls in an Expanding Program," Texas Outlook, 46:22-24; March 1962.

Pitfalls to avoid as cooperative teacher education programs develop are discussed. Adequate communication is found to be the key to the college-school relationship. It is suggested that college supervisors have a free hand in recommending student teacher assignments.

Haubrich, Vernon. "The Culturally Different: New Context for Teacher Education," Journal of Teacher Education, 14:163-67; June 1963.

A volunteer teacher education program at Hunter College designed to prepare teachers for "difficult" schools was initiated in January 1960. The planning procedures of the public school and college personnel are presented.

---. "Design and Default in Teacher Education." Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, March 1968.
ED 026 336. EDRS Price: MF-$0.65; HC-$3.29.

This eloquent statement indicates the rigidity and beaucratic nature of the educational system. In order for productive change to come about the author sees close relations between the college and school as necessary. He notes that school and college personnel must meet in a situation context, reeducate long term school directors, look to vertical contexts for professional development, and diagnose school difficulties as the beginning point of courses.

Heidelbach, Ruth, and Margaret Lindsey. Annotated Bibliography on Laboratory Experiences and Related Activities in the Professional Education of Teachers. July 1966-June 1967. Washington, D.C.: Association of Student Teaching, 1968.

One section of this comprehensive bibliography relates closely to the topic of School-College Cooperation: School-University Responsibility for the Professional Laboratory.

Keppel, Francis, and Paul Perry. "School and University: Partners in Progress," Phi Delta Kappan, 42:174-80; January 1961.

The Master of Arts in Teaching, the Twenty-Nine College Plan, the Internship Plan, and the School and University Program for Research and Development are programs elicited by problem identification. Alliances between schools and scholars, present and future program relationships, financial support for full-time study by experienced teachers, coordinated study sequences, role definition, better communication, and permanent financing for research and development are among investigations at Harvard.

Love, R. U. "Toward the Improvement of Teacher Education," Illinois Schools Journal, 48:9-15; Spring 1968.

In the search for ways to improve teacher education, the author postulates that an "Educational Developments Group" might be used by the university, among other things, for maintaining close contact with the public schools.

Lowe, Alberta. "Becoming a Teacher," Childhood Education, 44:239-44; December 1967.

The author discusses four trends in teacher education, one of which is the "Role of Public Schools in Teacher Education." In this section the need for a partnership of schools, colleges, state, and federal agencies is reiterated.

Miller, Mary Louise. "How To Strengthen Student Teaching," Pennsylvania School Journal, 117:316-19; January 1969.

This is the second part of a two-part report which describes the Pennsylvania Student Teaching Project and "Guidelines, Roles and Procedures for Improving the Field Experience in Pennsylvania." The Bureau of Teacher Education plans to use this report as the basis for future program approval in the various colleges and universities of Pennsylvania. It is a commitment to close cooperation between the college or university and the cooperating school.

Purpel, D. E. "Student Teaching," Journal of Teacher Education, 18:20-23; Spring 1967.

The purpose of and resources for high-quality student teaching are discussed. The problems facing most partnerships in current student teaching programs and their possible solutions are considered briefly.

Rivlin, Harry N. "New Teachers for New Immigrants," Teachers College Record, 66:707-18; May 1965.

Issues facing schools in urban areas today are analogous to the influx of immigrants in the early 1900's. Three implications are evident: colleges and universities must decide now on their commitment to teacher education; schools, colleges, and universities must begin to plan for an active partnership; and information about teacher education must be disseminated more widely. The author proposes a new pattern where college faculties and master teachers will work closely in teacher education centers.

Ross, Marlene, comp. School-College Collaboration in Preparing School Personnel: A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1969.
ED 029 000. EDRS Price: MF-$0.65; HC-$3.29.

This is a guide to 82 documents abstracted for Research in Education (RIE) on preparing school personnel through collaborative efforts of public schools and colleges. RIE abstracts are reproduced as the annotated bibliography and summaries of the categories in which the school-college relationships fall are presented.

Sc[illegible]g, H. W. "Partnership in Teacher Preparation," NEA Journal, 51:61-62; May 1962.

The author attempts to answer three basic questions: (a) How does this partnership work? (b) How effective is it? (c) How can it be improved? He refers to a study begun in 1958 by the North Central Association of Colleges and Secondary Schools. While most schools indicate a high degree of satisfaction, improvement is deemed necessary. Partnership roles must be fully understood and accepted before success can be achieved.

Schueler, Herbert. "The Hunter College Program," Strength Through Reappraisal. Sixteenth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1963.

The author provides the background and framework for a plan to assist in the staffing of schools in "blighted" areas.

Shaplin, Judson T., and Arthur G. Powell. "A Comparison of Internship Programs," Journal of Teacher Education, 15:175-83; June 1964.

The authors trace the history of internships through several decades and point out the many ways of cooperation between colleges and schools. They also make several suggestions to both the universities and the schools for making the programs of student teaching and internship stronger and more meaningful to the profession.

Smith, E. Brooks. "Joint Responsibility," NEA Journal, 57:18-20; May 1968.

In calling for wholehearted collaboration between the colleges and the schools, the author discusses the promise of: (a) realistic but theoretically based teacher education of a continuing nature, and (b) means for studying teaching and curricular innovation.

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ED 023 624. EDRS Price: MF-$0.65; HC-$3.29.

The writer outlines a new dimension in cooperative efforts: the Cooperative Clinical Teaching Center. This new structure would be supported and developed by staffs of contributing colleges and schools. It would focus on facilitating teacher preparation, instructional improvement, curriculum development and research. An outline of the possible center is included.

Southworth, Horton. "Needed: A Revolution in Teacher Education," Pennsylvania School Journal, 117:6-8+; September 1968.

The writer explores the radical shifts that are necessary for basic change in teacher education. Considerable attention is given to school-college partnerships and cooperation for improved teacher education.

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The author calls for a new teacher education coalition of schools, colleges, teacher organizations and agencies to meet the needs of the middle school program. A clinical setting for teacher education plus a new mode of staff development could result from exploration of the cooperative plans.

Wiles, Kimball. "The Teacher Education We Need," Theory into Practice, 6:260-65; December 1967.

The author reviews the roles of the college in the preparation of teachers and delineates competencies sought, the inquiry approach, the professional sequence, the internship, and the partnership between the university and public school personnel.

Woodruff, Asahel D. Student Teaching Today. AACTE Study Series, No. 5. Washington, D.C.: American Association of Colleges for Teacher Education, 1960.

Current literature and practices in student teaching and ways of improving the quality of the programs are reviewed.

II. SCHOOL-COLLEGE COOPERATION IN ADMINISTERING PROGRAMS.

American Association of Colleges for Teacher Education. "The Inter-Institutional Program Development Project: A Compendium of Twenty-five Program Reports," Project Report Five, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: the Association, December 1968.
ED 030 596. EDRS Price: MF-$0.65; HC-$3.29.

In addition to an overview of the project there are in this report brief descriptions of the 25 interuniversity and school-university programs. While the theme is education for disadvantaged youth, the project identifies may of the problems and barriers that arise in interinstitutional effort.

Bixler, James E. "Sausalito Teacher Education Project: STEP. A San Francisco State College-Sausalito School District Cooperative Attempt To Change Teacher Education." San Francisco: San Francisco State College. 1967.
ED 023 633. EDRS Price: MF-$0.65; HC-$3.29.

This paper is extracted from an earlier report of the STEP program and is intended as an overall description of the cooperative effort of San Francisco State College and the Sausalito Schools to establish the off campus teacher education center. Objectives, administration, curriculum, evaluation, communications, and project funding are discussed.

Bosley, Howard E., ed. An Experiment in Change. Vol. I, Teacher Education in Transition. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, May 1969.
ED 033 883. EDRS Price: MF-$0.65; HC-$13.16.

This volume, as well as Volume II, is an outgrowth of the Milti-State Teacher Education Project (M-STEP), a 3-year program to strengthen the capacity of state departments of education in fostering relations of local education agencies and teacher education institutions. Part I describes the basic state programs.

---. Emerging Roles and Responsibilities. Vol. II, Teacher Education in Transition. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, July 1969.
ED 033 884. EDRS Price: MF-$0.65; HC-$13.16.

Materials collected in this volume relate to M-STEP (see Vol. I). Part I includes some items on new directions in cooperation for education agencies and Part II has several items on new partnerships in teacher education: the teacher education center, systems of planned innovation, and others.

Clarke, C. M., ed. Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

Identification and examination of program trends pervade the organization and content of the numerous writings. Administrative problems, the partnership concept, role perception, the internship construct, team teaching, laboratory practices, and off-campus programs are among the pivotal ideas bearing upon the relationship between schools and teacher education.

Dunn, Rita S. "Director's Report of School-University Graduate Teacher Training Center for the Disadvantaged, July 1, 1969 to July 21, 1970." Brooklyn: Long Island University, Graduate School of Education, June 1970. Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

This is a report of the operation and assessment of a graduate program for "mid-career" adults developed entirely in an off-campus setting. Interaction of school and college personnel is stressed in this sequence that replaced the theoretical background for methods with field work. The model is now available for interested parties in the form of reports and slides.

Engbretson, William B. "Curricular Relevance in Teacher Education," Stress and Campus Response: Current Issues in Higher Education. Washington, D.C.: American Association for Higher Education, 1968.
ED 029 002. Not available from EDRS.

The writer cites exemplars of productive teacher education experiments that have been produced by cooperation with field situations. He notes that relevant inservice education includes school-college cooperation.

Graham, Richard. "The Teacher Corps: One Place To Begin." Bulletin of the National Association of Secondary School Principals, 52:49-60; October 1968.

The author reviews the two-year-old program sponsored by universities and local school systems across the nation. Presented are the rationale, the costs and how shared, the degree granted, and an analysis of what has occurred since the inception of the Teacher Corps.

Kanawha County Schools. "Kanawha County Student Teaching Center: Multi-Institutional." Charleston, W. Va.: Kanawha County Schools, 1969.
ED 030 626. EDRS Price: MF-$0.65; HC-$3.29.

The student teaching center described is a cooperative program involving the Kanawha County Schools, six colleges, and the state department of education. The background of this center, the functions, its composition, and guidelines are summarized. Particular innovative practices and projections for the future are included in the report.

Kelly, James, Jr. "The Four States Project: California, Colorado, Oregon, Wisconsin." Special Report. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, December 1968.
ED 027 272. EDRS Price: MF-$0.65; HC-$6.58.

The document reports a feasibility study of state efforts in determining ways for better use of resources in training teachers of disadvantaged. The Oregon and Wisconsin reports in particular are related to collaborative efforts of school and university personnel in developing patterns for more effective programs.

Multi-State Teacher Education Project. Guidelines for Student Teaching: An Experimental Handbook. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, 1969.
ED 039 192. EDRS Price: MF-$0.65; HC-$3.29.

The document reviews a number of facets of cooperative efforts in developing student teaching situations. Guidelines are provided for: interrelationships of schools, colleges and state departments; selection and supervision of candidates; development of roles within the cooperatively planned arrangements; and criteria in selecting personnel.

Rivlin, Harry N. "The Urban Education Programs at Fordham University's School of Education." New York: Fordham University, School of Education, November 1968.
ED 025 481. EDRS Price: MF-$0.65; HC-$3.29.

The preparation programs for school personnel to work in urban areas is based heavily on cooperation between the college, the public schools, the community, and other university departments. The paper provides a description of program features, collaborative aspects, and the changes being sustained by the people involved.

Schalock, H. Del. A Guide to a Competency Based, Field Centered Systems Approach to Elementary Teacher Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969.
ED 035 603. EDRS Price: MF-$0.65; HC-$3.29.

The ComField Model of the Northwest Regional Educational Laboratory is identified in this paper, however, the author notes that the adopting college and school system should be partners in selecting the competencies and behaviors to be developed. The model itself can be adapted to different programs and situations and represents a framework for school-college collaboration.

Smith, E. Brooks, and others. Cooperative Structures in School-College Relationships for Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1965.
ED 014 485. EDRS Price: MF-$0.65; HC-$3.29.

The report is devoted to descriptions of administrative structures of cooperative ventures established in 1964-65 and of models for cooperative structures. In addition to pointing out trends, the writers identify the characteristics and practices of cooperative relationships. Models of cooperative structures are described and illustrated for teaching centers, affiliated schools, resource demonstration centers, cooperation in preservice and inservice education, and student teaching councils.

---. "Toward Real Teaching: A Team Internship Proposal," Journal of Teacher Education, 19:1-16; Spring 1968.

The authors explore facets in the development of the Detroit Public Schools-Wayne State University Elementary Team Internship Pilot Program for prospective teachers who had experienced at least part of their student teaching program. All phases of the program are discussed and the implications and responsibilities for the cooperating institutions are noted.

---, eds. Partnership in Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education and Association for Student Teaching, 1968.

The editors offer a report of the 1966 AST Summer Workshop-Symposium on "School-College Partnerships in Teacher Education," related material not given at the workshop, and a followup of programs and ventures in school-college work. Topics explored are: trends in collaboration, analyses of partnerships, issues and problems in collaboration, regulatory developments in collaboration, foundations for partnerships, and various innovations that have an impact on these endeavors. Descriptions of cooperative arrangements are included.

Smith, Emmitt D., and Fred J. Cunningham. "Administrative Relationships Between Teacher Education Institutions and Cooperating Public Schools." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

Programs reflect movement toward joint responsibility between schools and teacher education institutions. Good human relationships, contractual

responsibility and joint acceptance of procedures are sought. Anticipated trends include cooperative study of laboratory procedures, preparation of supervising teachers, cooperative use of personnel, and innovative financial provisions.

School University Teacher Education Center Staff. "School University Teacher Education Center," National Elementary Principal, 46:61-13; February 1967.

Outlines are the organization, development and function of a truly cooperative venture in teacher education. Descriptions of university and public school objectives are described along with prelinimary results of the program.

Talmage, Harriet, and George Monroe. "The Teacher As a Teacher Educator," Educational Leadership, 27:609-13; March 1970.

The authors explain how the Cooperative Program in Urban Education (CPUTE at University of Illinois, Chicago Circle develops a plan that maximizes input from college, schools, and community. The allied theme of a self-regenertive system in teacher education program is explored.

Thomas, James, and Joseph Flaherty. "Pilot Center for Student Teaching; Questions and Answers." Charleston: M-STEP, West Virginia State Department of Education, March 1969.

This report contains questions and answers regarding the establishment, operation and impact of the Multi-Institution Pilot Center for Student Teaching. Included are notations on the organization, the funding, and the operation of cooperation teacher education centers. Also comments are made on roles, assessments, and new responsibilities in this West Virginia program.

U.S. Office of Education. "Creative Developments in the Training of Educational Personnel." Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Bureau of Educational Personnel Development, 1969.
ED 033 911. EDRS Price: MF-$0.65; HC-$3.29.

This collection of program descriptions is intended as a reference source on a variety of alternative approaches to the training of various educational personnel. Projects on basic studies, specialized training programs, and specific training in technique are described. Collaborating agencies, funding, and technical aspects are portrayed.

Ward, William T., and Joy Hills Gubser. "Developing the Teaching Internship Concept in Oregon," Journal of Teacher Education, 15:252-61; September 1964.

The teaching internship concept in Oregon provides opportunity for the kind of clinical experience which is planned cooperatively in terms of a responsibility, sharing agreement between the public schools and the teacher-preparing institutions. The teaching internship is looked upon as a form of clinical experience which holds promise of being more effective than other procedures in developing the high-level skills required of teachers.

Westfall, Byron L. "Student Teaching Programs in Certain School Systems of the North Central Association Area," North Central Association Quarterly, 37:237-45; Winter 1963.

The writer presents information on the many ways in which off-campus centers are used. Among the promising practices noted are cooperative efforts in the selection of cooperating teachers and in the provision of mutually beneficial services.

Wulk, Jerry E., and Ralph M. Miller. "A New Approach at U.C.L.A.: Secondary Teaching Internships," Journal of Teacher Education, 16:300-02; September 1965.

Described is a new preservice summer program conducted at the University of California, Los Angeles (UCLA) for secondary teachers. The article presents some useful departures from the conventional training program that require considerable cooperation with participating public schools.

III. SCHOOL-COLLEGE COOPERATION IN SERVICING PROGRAMS: SUPERVISING, ANALYZING AND ASSESSING

Amershek, Kathleen, and Chandler Barbour. Innovative Ideas in Student Teaching. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards (in cooperation with Maryland State Department of Education), October 1968.
ED 025 488. EDRS Price: MF-$0.65; HC-$3.29.

Twenty-eight student teaching programs are identified and summarized by the writers as possessing innovative attributes. The cooperative school-college feature is identified in a number of the programs.

Boyer, Ernest E., and others. "The Santa Barbara Coordinated Education Project," Education Digest, 31:4-7; October 1965.

A joint venture supported by a Ford Foundation grant is described. It involves the University of California, 27 school districts, and educational units in Santa Barbara County working to improve cooperative educational programs. The objective is to establish one unified professional community to utilize collective educational resources in one West Coast region. This "center" is studying the work of ten separate projects classified under three major headings: curriculum continuity, teacher education, and instructional organization.

Brown, William, and others. "Los Angeles City Schools--Partner in Teacher Education," Journal of Teacher Education, 12:60-65; March 1961.

Ten phases of cooperation between the Los Angeles City Schools and universities and colleges are cited. Long-range recruitment goals and cooperative effort permeate program descriptions and evaluations.

Christenbury, E. S. "Adjustment Requirements of an Off-Campus Student Teaching Program in a State University." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

The transition from a conventional program to a quarterly off-campus centers program at the University of Tennessee involves strategies of adjustment. Personnel selection, medical service and provisions, housing arrangements, credit allocations, and the preparation of cooperating teachers are among the topics treated.

Collins, James F. "Identifying New and Emergining Patterns of School-University Partnerships in Teacher Education and Their Implications for Research." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis.
ED 042 692. EDRS Price: MF-$0.65; HC-$3.29.

The author discusses new types of cooperative programs that promote more potent teacher education programs when differences are resolved between the school and the college. Brief descriptions of new program, including teacher education centers and implications for research in school-college ventures conclude the paper.

Crockett, Walter, and others. "Report on TTT Site Visits Conducted in November and December 1969." Washington, D.C.: Department of Health, Education and Welfare, Office of Education [n.d.]. Mimeographed.
ED 043 597. Not available from EDRS.

This is a modern assessment of the TTT projects designed to bring schools of education together with liberal arts personnel, public school personnel, and community representatives in designing new systems for training educational personnel. The authors note they found broadened attitudes toward the educational process and a change toward increased interaction with individuals from other sectors. The significant defect noted is the problem of establishing parity.

Darland, D. D. "Needed: New Models for Learning To Teach," Journal of Teacher Education, 18:4; Spring 1967.

The need for experimentation and research in various types of cooperative teacher education programs is stressed.

Devaney, Kathleen. "U. C. and the Public Schools." Berkeley: University of California, Office of University Relations, 1967.
ED 024 704. EDRS Price: MF-$0.65; HC-$3.29.

The booklet contains brief descriptions of educational experiments being conducted by researchers on various U. C. campuses and nearby schools. The items of college-school cooperation, laboratory schools, and educational innovation relate to the topic of cooperative teacher education.

Dodl, Norman R. A Guide to a Model for the Preparation of Elementary School Teachers [Florida State University]. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969.
ED 035 601. EDRS Price: MF-$0.65; HC-$3.29.

While the Florida State Model deals primarily with individualized programs for students of teaching, intracollege collaboration, program modification as a result of monitored progress, and differentiated staffing there is an important element of university and school system cooperation indicated. The "portal school" is conceived as a meeting ground for the school and the university to assess their programs in light of the progress that neophytes are making.

Etten, J. F. "Expanding the School Plan for Teacher Education Facilities," Education, 88:238-40; Fall 1968.

This article contains a brief exploration of the rationale behind the expansion of the public school plant to handle more adequately the teacher education program in a "real" setting.

Heming, Hilton P. "Progress Through Cooperative Action," Journal of Teacher Education, 12:101-03; March 1961.

Education beyond the college campus is explored in relation to inservice training, research, evaluation of existing programs, extension courses, summer sessions, workshops, and conferences. The college-school cooperative council at a regional level is described as a promising proposal with implications for finance and program improvement.

Nerbovig, Marcella, and others. "Exploring the Future: 'If I Had My Way': A Symposium," Journal of Teacher Education, 13:437-41; December 1962.

A college professor, an elementary school principal, and two elementary school teachers offer suggestions from three points of view for improving cooperative teacher education programs. This symposium was originally presented in 1961 as part of a meeting of representatives of Northern Illinois University and its cooperating schools.

Salsbury, Robert E., Jr. "A Study of the Feasibility of the Washington State University-Bellevue Public Schools Career Teacher Project." Unpublished Doctor's dessertation, Washington State University, 1969.
ED 040 138. EDRS Price: MF-$0.65; HC-$9.87.

The author presents an assessment of the pilot project at Bellevue that was aimed at determining the feasibility of a new model for program developments in teacher preparation and certification. The dimension of joint planning between university and school officials is basic in most of the ten elements of the project.

Stinnett, T. M. "Cooperative TEPS Conferences in Retrospect," Phi Delta Kappan, 42:61-66; November 1960.

Conferences begin with criticism of monolithic character and control of teacher education and end by being appalled at diversity and demanding uniformity. Drastic diminution of snob appeal of upper grade and college people to elementary and lower grades is discussed. There is a critical examination of subject or content offerings in teacher education.

Schroeder, Raymond M. "A Laboratory Approach to Teacher Education," Education, 81:476-77; April 1961.

A laboratory approach to teacher education, instituted at the University of South Dakota, features cooperative use of materials. College personnel provide leadership and methods courses.

Wronski, Stanley P., and Richard Newton. "Improving Teacher Education: A Triple T Approach," Social Education, 34:311-15; March 1970.

The authors discuss the new agency, the "School Clinic," established at Michigan State University's TTT Project that allows scholars, school personnel, and community representatives to pool their efforts in creating new programs for the training of all parties involved in teacher training.

Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences. "Grant Proposal for Continuation of Federal Support of Selected Components of the Project Beacon Training Program, September 1968-August 1969." New York: the School, 1968. ED 025 474. EDRS Price: MF-$0.65; HC-$3.29.

This is a proposal for a continuation of support for the sixth year of Project Beacon, an experimental demonstration program designed to develop new approaches in urban teacher education. The program involves cooperation of the university with state, city schools, and community agencies. In addition to field experiences there is emphasis on sensitivity training and behavioral objectives. Use of clinical professors and community consultants are unique features of the program.

IV. FEATURES WITHIN SCHOOL-COLLEGE RELATIONSHIPS THAT CONTRIBUTE TO COOPERATIVE ENDEAVORS

A. Team Arrangements

Concordia Teachers College. "A Program of Orientation and Inservice Education of Cooperating Teachers." River Forest, Ill.: the College, 1969.

The document describes a cooperative program designed to strengthen relations between the college and the off-campus teaching centers. Of particular interest are the ideas of college assistance with staffing needs in the centers and the leave of absence program enabling cooperating personnel to join the college for periods of time.

Fall, Charles, and John Wilson. "The Maryvale Project: Using Clinical Teams To Improve Teacher Education." Buffalo: State University of New York at Buffalo, School of Education [n.d.].
ED 028 142. EDRS Price: MF-$0.65; HC-$3.29.

The authors report an intensive 1-year graduate program for teacher certification that is developed cooperatively by the school district and the university and serviced by a "clinical team." The team of a college coordinator, a public school coordinator, a university instructor assistant, and others when their competencies are needed, direct the learning activities. The routine and the background for the project is given.

Jenkins, O. "Team Teaching and the Intern," Ohio Schools, 44:17; January 1966.

The team teaching approach is being used not only to strengthen the instructional program of students, but also to enrich the internship experiences of the system's student teachers. Some of the advantages of the program are: (a) Planning is comprehensive. (b) Enthusiasm of the team teachers is contagious. (c) The use of media is more effective in a team. (d) Growth comes through exposure to the many ideas of the team. (e) Interns criticize one another. (f) There is cooperative administration, evaluation, scheduling, and research.

Languis, Marlin, Lorren Stull, and James Kerber. "Teaming: Innovation in Teacher Education," Educational Leadership, 26:806-10; May 1969.

The authors discuss the development and implementation of the Middle Elementary Teaching Team (METT) program which is a cooperative arrangement between Ohio State University and Columbus schools for increasing expertise of beginning and inservice teachers. The keynote is teamwork for the university and school personnel working as a clinical teacher education team in assuming responsibility for directing on-campus and off-campus experiences.

Lindsey, Margaret. "Teaching Team: Student Teacher and Supervising Teacher," Teachers College Journal, 38:41-45; November 1966.

It might be said that a team, the student teacher, and the supervising teacher is made up of individuals who, having joined together because they perceive common and valued goals, supplement and complement each other as they work cooperatively toward their mutually agreed upon goals.

Milanovich, Anthony. "Wanted: More Good Supervising Teachers," Elementary School Journal, 67:22-27; October 1966.

The author lists what he believes to be some of the major criticisms of supervising teachers, suggests criteria for the selection of competent supervising teachers, and makes some recommendations. He stresses and develops the team approach for improving the work of the supervising teacher.

Pennsylvania Advancement School. "The Pennsylvania Advancement School: A Brief Description of Staff Development and Teacher Education Programs." Philadelphia: the School, April 1969.
ED 033 901. EDRS Price: MF-$0.65; HC-$3.29.

The school program is to stimulate positive change in the education community. This organization made up of 54 professionals has become a demonstration center, a policy information center, a consulting agency, and a base for cooperation with several universities in training interns and other undergraduates.

William March Rice University. "Cooperative Program for the Preparation of Secondary School Teachers." Houston: the University [n.d.]. Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

The program developers record how the apprenticeship and internship plans at the university provide for university faculty, public school faculty and administrators, and teacher candidates to be involved in planning each candidate's program. Significant responsibilities of the program that are shared with schools are: recommendation for early parts of the program, help in selection and assignment of internship experiences, guides for internship, and recommendation for certification.

Vodick, Edward M. "An Exercise in Teamwork," Texas Outlook, 46:25; March 1962.

Emphasis is toward the use of cooperative planning and teaching by the supervising teacher and student teacher. This team approach enhances the observation and study of child behavior. It also provides more effective and better individualized instruction.

B. Internship

Association for Student Teaching. Internships in Teacher Education. Forty-seventh Yearbook. Washington, D.C.: the Association, 1968.

The volume has a comprehensive treatment of the internship concept in teacher education. The 11 chapters in Part I deal with the structure and strategies of internships. Part II reports the results of a survey on internships and summaries of 13 representative programs. An extensive annotated bibliography on internships in teacher education is appended.

Boodish, Hyman M. "ITPCG: A New Approach to Teacher Training," Social Studies, 55:24-27; January 1964.

The Intern Teaching Program for College Graduates (ITPCG) is described. This is a Temple University teacher education program which prepares college graduates for teaching in secondary schools.

Boyan, Norman J. "The Intern Team a Vehicle for Teacher Education," Journal of Teacher Education, 16:17-24; March 1965.

Suggestions are made for upgrading the internship as a feature of teacher education together with better utilization of the staff. The preinternship summer would focus on the "critical" tripartite relationship of the university faculty, the student, and the field center. A post internship summer workshop would provide more insights into the relationships and functions of the intern team.

Dean, Leland. "Elementary Intern Program: Another Way of Learning To Teach." Final Report to the Ford Foundation. East Lansing: Michigan State University [n.d.].
Local collection of the ERIC Clearinghouse on Teacher Education.

The author summarizes a 7-year program of the College of Education at Michigan State University with an experimental internship program for elementary education majors. It is suggested that the EIP provides a valuable link between public schools and the university creating a unique opportunity for communication among educators at all levels. Program characteristics, special features, evaluation, and recommendations are included in summary form.

Dyer, Prudence. "Teacher Internship Programs in NCA Institutions," North Central Association Quarterly, 43:229-33; Fall 1968.

The findings of a study of cooperative internship programs between NCA universities and school systems are presented. Conclusions, based on data and questions posed about perceived problems, are that internship programs will increase in number and that the Commission on Secondary Schools should develop guidelines for the various aspects of this student teaching plan.

Fitzpatrick, William J. "Battle over Student Teaching," School and Society, 88:50-51; January 1960.

The author raises questions about student teaching in the areas of certification, finance, and standards. He urges the profession to regulate its internship programs and establish uniform standards.

Fowlkes, John Guy, and Dean W. O'Brien. "The Teacher Internship--University of Wisconsin," High School Journal, 47:132-37; December 1963.

The background and operation of the internship program at the University of Wisconsin are described in relation to the Wisconsin Improvement Program. A statewide partnership between the state department of public instruction, state and private colleges, the school of education at the university, and local systems exists to implement this program.

Gardner, Harrison, and Marvin A. Henry. "Designing Effective Internships in Teacher Education," Journal of Teacher Education, 19:177-86; Summer 1968.

A case is made for the development of a unifying theory of internship. In citing the issues and concerns attendant to this, the authors discuss the promises and problems of field experiences along with the various elements that are associated with internship programs.

Haberman, Martin. "The Teaching Behavior of Successful Interns," Journal of Teacher Education, 16:215-20; June 1965.

Behaviors of successful interns and implications for teacher education programs are observed.

Henry, Marvin A. "The Intern Idea in Teacher Preparation," Contemporary Education, 40:33-38; October 1968.

Only 1 percent of current student teachers are in internship programs according to Marvin A. Henry; yet, he says, this concept of teacher education is the first attempt to improve teacher preparation since the inception of student teaching. He builds a rationale for the internship idea, gives its objectives, describes it, and predicts its future direction.

Keegan, Frank L. "An International (Mexican) Version of the Academic Administrative Internship Program." Educational Record, 49:332-38; Summer 1968.

A program which attempts to provide better university leadership in Latin American is described. The first year of the Mexican Academic Administration Internship Program (AAIP) has been completed. Mexican interns audited pertinent courses at the University of California's Berkeley campus and visited other universities, junior colleges, high schools, and technical institutions.

Moss, R. H. "Redefining the Internship," Journal of Teacher Education, 18:399-402; Winter 1967.

The various strengths of the intern program as it has been implemented at Colorado State College are explored. In so doing, Moss traces the cooperative effort between the Greeley School District and the College which led to the evaluation of the program.

Payne, Chester J. "Student Teachers Learn All Phases of Education," Wisconsin Journal of Education, 96:21; September 1963.

A public school administrator describes his involvement with the University of Wisconsin in a student teaching program designed for superior student teachers.

Perlman, Ruth. "The Field Workshop in Teacher Education," Journal of Teacher Education, 12:91-95; March 1961.

A field workshop program instituted in New York with a predominantly Puerto Rican populace is described. Close alliance of schools and college and the design of specialized experiences are favored.

Shawver, David. "Professional Education or Apprenticeship," Record, 70:127-31; November 1968.

Stress is placed on the value of a functional internship program carried on in cooperation between the university and the school system. Shawver thinks that students must be educated broadly in educational philosophy and aims, in a sound psychological background, and in specific teaching skills. He states that the professional, cooperative internship program cannot be equated and should not be equated with the apprenticeship concept that Dewey cautioned against.

Sleeper, William R. "The Internship." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

A listing of characteristics of internships identifies the alternation of theory and practice. This basis, purposes, and characteristics of the Central Michigan project are summarized.

Turner, George C. "The Intern-Master's Degree Program: A New Approach for Both Teachers and Students," Science Teacher, 35:57-58; November 1968.

A cooperative program of teacher education is developed at California State College at Fullerton in conjunction with nearby large school districts to meet the needs of students who must take a fifth year to meet state requirements, but are financially unable to do so. The program has been in operation for two semesters and is in the process of been evaluated.port whi

White, Kenneth E. A Plan for Student Interns in Teaching Positions," American School Board Journal, 146:9-10; April 1963.

The cooperative effort of Central Michigan University and surrounding school districts is described. The benefits derived as a result of this venture are discussed.

Whitelaw, John B. "Teacher Preparation; Five Targets for the Next Ten Years," School Life, 46:11-13; January 1964.

The variety of fifth-year programs of teacher education since World War II is used as the basis for recommending five practical goals which should be central to our efforts to improve the preparation of elementary and secondary school teachers. The goals call for united action.

C. Supervisory Aspects

Allen, Arthur T., and Dorothy Seaberg. "The Principal's Role in Supervising Pre-Service Teachers," National Elementary Principal, 45:12-16; January 1966.

Of the triumvirate--college supervisor, supervising teacher, and school principal--the principal is potentially the most efficacious member of the

teacher education team. The chief jobs of the elementary school principal described by the writer may be summarized under these major categories: (a) orientation of the student teacher to the local school, (b) facilitation of the student teaching process, and (c) liaison for the local school.

Bennie, William A. "Campus Supervision of Student Teaching--A Closer Look," Teachers College Journal, 36:131-33; December 1964.

The author concludes from the response of the first-year teachers that they receive considerable help from all supervisory sources with slightly more help from the campus supervisor than from the classroom cooperating teacher. Supervision from the campus makes its greatest contribution in planning aspects of teaching and in personal adjustments of student teachers.

Caskey, Shelia R. "Supervision of Student Teachers--A Challenge," School and Community, 52:7-9; May 1966.

The supervisor must work with various individuals, each with a multiplicity of unique characteristics. The supervisor must use his skills in producing a teacher, who within certain limitations, represents the best possible product.

Clarkson, D. M. "School College Relationships," Arithmetic Teacher, 15:447-49; May 1968.

Some benefits which could accrue through a school-college relationship in the training of arithmetic teachers are discussed.

Elkins, Deborah, and Thelma Hickerson. "Field Seminars for Student Teachers," Educational Leadership, 24:247-50; December 1966.

The public school program described in this article includes a seminar for student teachers which is designed to deal with the more general educational problems that cross all subject matter lines. The seminar is part of a planned total program conducted by the school administrator in charge of student teachers as well as by a member of the college staff. These weekly sessions are carefully planned and evaluated by students and the school-college team.

Ezer, Melvin, and Ronald Lambert. "The Residency in Supervision: A Unique Role for Laboratory Schools," Peabody Journal of Education, 44:155-59; November 1966.

The authors describe a laboratory school for the teacher education faculty. They recommend a year of residency in the laboratory schools which would develop better trained and more effective cooperating teachers for partnership with the student teachers in teaching. The following studies are recommended: group dynamics, group counseling, tests and measurement, educational foundations and supervising skills, elementary school curriculum, and supervision of student teachers.

Hazard, William R., and others. The Clinical Professorship in Teacher Education. Evanston: Ill.: Northwestern University Press, 1967.

This report presents the papers and proceedings of a conference addressed to the ideas of the clinical professorship. Functions are responsibilities, role dilemmas, institutional stresses, and historical evolution of the clinical professorship are the paper topics particularly germane, however, all papers are related to collaborative ventures.

Leonard, Leo D. "Student Internship: Some Added Dimensions," Team Teaching, 3:1-4; April 1969.

The author calls for a more intensive school-college relationship with a resident university director in cooperating schools to supervise interns and conduct inservice training pgrograms.

McCuskey, Dorothy. "Critical Commentary." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

The advantages of team teaching, several types of internship, and innovative research proposals are related to future considerations. Learning, a theory of knowledge, a theory of skills of preservice supervision, and research with promising practices are characterized as sources of research-tested principles.

Meal, C. D., and others. "Reasons for College Supervision of the Student Teaching Program," Journal of Teacher Education, 18:24-27; Spring 1967.

This article attempts to explain why the university should provide personnel to supervise student teachers assigned to the cooperating public schools. The various roles of the college supervisor are listed and discussed.

Moskowitz, Gerald. "Toward Human Relations in Supervision," Bulletin of the National Association of Secondary School Principals, 50:98-114; December 1966.

Differences in personality or varying viewpoints between student teachers and their supervising teachers often lead to unprofitable learning experiences. The research presented here examines a technique--Flanders' System of Interaction Analysis--which can influence these relationships.

Smith, Herbert F. A. "Depth Dimension in Student Teaching Supervision," Peabody Journal of Education, 38:18-20; July 1960.

The author attempts to differentiate roles of supervising teacher and college supervisor in a cooperative approach.

Wolf, H. F. "Tips for Cooperating Teachers," Peabody Journal of Education, 44:171-76; November 1966.

The author feels that every prospective cooperating teacher should be required

to take a special class which has as its goal a delineation of the role of the cooperating teacher in the student teaching program. Many practical suggestions evolve from such a class when cooperating teachers meet as a group and discuss common problems.

D. Specialized and Differentiated Arrangements

American Association of Colleges for Teacher Education. "Job Corps: A Resource for Teacher Education." Washington, D.C.: the Association, 1969.
ED 037 424. EDRS Price: MF-$0.65; HC-Not available.

This is a report on the first year of the AACTE-Job Corps Student Teaching project which involves cooperation on the part of colleges, Job Corps Centers, and public schools. A unique characterisitc is the use of a non-public school setting, i.e., the Job Corps Center, as part of regular student teaching experience.

Bolen, John E., and Newell C. Kephar. "A Schema for the Coordinated Education of Elementary School Teachers," Journal of Learning Disabilities, 3:25-29; February 1970.

The authors suggest a reorganized curriculum of teacher education to include elements from fields of specialization in education. A second proposal is for cooperatively developed field experiences in the specialized areas to be integrated with regular course work.

Delp, Harold A. "An Internship Method for Training Special Class Teachers," Exceptional Children, 35:161-62; October 1968.

This program, instituted by Temple University in Philadelphia in 1954, trains liberal arts graduates in secondary education. In 1960, it was extended to include special education. The University and the Pennsylvania State Department of Public Instruction work cooperatively in this program.

Getzels, J. W. "Education for the Inner City: A Practical Proposal by an Impractical Theorist," School Review, 75:283-99; Autumn 1967.

The writer suggests a framework and coordinated preparation for personnel to work cooperatively in urban schools. Another recommendation is the establishment of a demonstration and induction school where personnel may be prepared and where school-college communication, exchanges, and collaboration can be explored.

Kuhn, Wolfgang. "An Experimental Program for Training Secondary Teachers," Music Educators Journal, 49:57-58; February-March 1963.

A 5-year program in music education is described. Consideration is given to the selection and cooperative placement of students in the internship phase of this program.

Logan, Noah. "The Maysville Project: A Bridge to Better Education." Morehead, Ky.: Morehead State University [n.d.]. Mimeographed. Local collection of the ERIC Clearinghouse on Teacher Education.

The cooperative 5-year pilot program is designed to prepare teaching personnel who will: (a) work in public school experimental classrooms, and (b) work with the university in guiding new students in education. Instruction by the joint appointees who are prepared by the project will take place on campus and in the community.

McIntosh, Robert G. "An Approach to the Analysis of Clinical Settings for Teacher Education." Address presented at the Association for Student Teaching annual meeting, 1968, Chicago. Mimeographed. ED 028 979. EDRS Price: MF-$0.65; HC-Not available.

The writer discusses the organizational specifications for analyzing clinical settings in education and presents a design for a "clinical school," the organizational analogue in education to the teaching hospital in medicine, which would extend beyond present lab schools in providing training for personnel and research activities.

Noda, Daniel S. "Beginning Teacher Development in Hawaii." Bulletin of the National Association of Secondary School Principals, 52:62-67; October 1968.

In 1966 the state department of education and the University of Hawaii jointly implemented a program of internship for the fifth year of the education student. He is hired as a regular teacher, but is still connected to the university for further professional education. The purpose of the program is to bridge the gap between the academic setting of the university and the realistic and demanding setting of the classroom.

Pearl, Arthur, and Sylvia Belton. "The Bethel Project." Project Report Three. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, August 1968.

This is a report of a demonstration program at Eugene, Oregon, which promoted opportunities for economically disadvantaged youth to gain teacher education preparation. School-college planning and cooperation developed as the on-the-job training, aide program, and public school consultantships were designed.

Rezmierski, Virginia. "An Approach to the Training of Education Students Within a Clinical Setting," Exceptional Children, 36:597-600; April 1970.

he writer discusses a newly designed training program for special education student teachers in a clinical setting. In order to synthesize theory and practice the educational supervising personnel of the University of Michigan's Children's Psychiatric Hospital worked with the school principal and the community liaison teacher in setting up differentiated experiences as modules of experience for the trainees.

Shepherd College, Region II Curriculum Improvement Center. "New Careers in Education Handbook. New Careers in Region II, West Virginia." Shepherdstown, W. Va.: the Center, 1969.
ED 032 239. EDRS Price: MF-$0.65; HC-$6.58.

The handbook describes several teacher training programs, however the program on developing new careers through a career ladder model involves a college and public school relationship. The program of how a teacher aide may become a fully certified teacher is drawn out with program description and requirements.

University of Maryland, College of Education. "The Teacher Education Center: A Unifying Approach to Teacher Education." College Park: the College [n.d.]. Mimeographed.
ED 028 978. EDRS Price: MF-$0.65; HC-$3.29.

The document describes the teacher education center program, a cooperative program between the university and several public school systems in Maryland and the District of Columbia. Significant aspects are: the blending of inservice and preservice education for the study of teaching, the redefinition of roles within the center, and the joint sovereignty of the schools and the university.

University of New Mexico, College of Education. "The New Elementary Teacher Education Program at the University of New Mexico." Albuquerque: the College, November 1967.
ED 031 427. EDRS Price: MF-$0.65; HC-$3.29.

The paper describes a program which unites preservice and inservice education in a continuous way. Classroom practice in satellite schools is combined with instructional theory. Resident clinical supervisors are in the public schools to coordinate the undergraduate program and develop inservice work for the school. Other key cooperative efforts are the utilizations of teaching-supervising teams and the teacher exchange program.

University of North Dakota. "A Description of the New School." Grand Forks: the University, 1969.
ED 033 907. EDRS Price: MF-$0.65; HC-$3.29.

The New School for Behavioral Studies in Education is establishing a cooperative working relationship with participating school districts through a teacher exchange program. In this endeavor less-than-degree teachers in a master's level internship are placed in the schools to create new learning environments.

Wayne State University. "Teacher Preparation Work-Study Proposal." Detroit: Wayne State University, College of Education and Monteith College, 1969.
ED 032 286. EDRS Price: MF-$0.65; HC-$3.29.

This proposal suggests a complete restructuring of the undergraduate teacher education program into career ladder type of course whereby candidates receive

almost all their professional training within the field. The program focuses on the recruitment of inner-city high school students who can not meet financial or academic requirements of college.

Weinswig, S. Edward, and Albert Freedman. "HICUT '68: Design for Urban Teacher Training." West Harford, Conn.: University of Hartford [n.d.]. Mimeographed.
ED 024 660. EDRS Price: MF-$0.65; HC-$3.29.

In facing the challenge to urban education, the Hartford school system and the University of Hartford proposed Project HICUT (Hartford Intensive City-University Teacher Training). The project was designed to stimulate urban teacher training into ongoing cooperative responsibility. The writers report the changes sustained in teacher attitudes and behavior as a result of the project.

Wilhelms, Fred T. "Exploring New Paths in Teacher Education; Teacher Education Project," Theory into Practice, 3:16-20; February 1964.

The author describes San Francisco State College's 5-year exploratory project--the Teacher Education Project. The subsitution of one continuing, problem-centered seminar for the usual sequence of separate professional courses and the highly flexible arrangements made for student teaching -- experiences are unique features.

E. Other Supporting Arrangements

Davis, Thomas S. "A Developmental Approach to Student Teacher Programs," Clearing House, 41:153-55; November 1966.

The investigator suggests a developmental approach to student teacher programs which would provide a series of carefully planned levels of student teaching experiences over a period of 4 years. Under this plan, part of each academic year would be spent in actual practice in the field and would increase as the student advances to higher levels of the program. The plan would include four developmental levels: (a) orientation, (b) observation, (c) practice learning, and (d) instructional analysis.

Duval, R. G. "College Seniors Assist Teachers," Clearing House, 35:162; November 1960.

Williams College teacher-assistant plan is modeled after similar programs at Amherst and Harvard: College seniors relieve high school teachers to allow them time for more planning and more effective teaching. The program provides broad samplings of teacher experience and appears to direct students toward teaching careers.

Evjen, Myrtle. "Role of the Cooperating School," Journal of Teacher Education, 18:411-15; Winter 1967.

The author explores various facets of the responsibility of a high school committed to the improvement of the student teaching experience. In so

doing, she explores such areas as "Acceptance of State Standards," "Official Statements of School Policies," and "Continuous Evaluation of School Policies."

Hayes, Robert B. "Viewing Imperatives for Student Teaching in 1967," Teachers College Journal, 39:30-35; October 1967.

The author looks at the importance of the student teaching process, the importance of those who supervise, and the role of both the colleges and the schools. Emphasis is placed on commitment from all those involved to making the student teaching experience meaningful.

Jones, Rodney. "Off-Campus Student Teaching Programs," Journal of Teacher Education, 12:219-22; June 1961.

The methods of improving competence and gaining recognition for cooperating teachers are explored. Consultative services, inservice education, audio-visual aids, tuition exemptions, and paid-up memberships in professional organizations are featured.

Kalick, Perry M. "An Intensive School Student Teaching Program in a Disadvantaged Neighborhood." Report of a Hunter College Program. New York: Hunter College [n.d.].
ED 023 640. EDRS Price: MF-$0.65; HC-$3.29.

The cooperative program reported here is designed to give student teachers more realistic and sufficient experience in urban schools to prepare them for initial teaching assignments in disadvantaged neighborhoods. The resident supervisor role, a key in the program, is discussed.

Knight, Don A., and Jack Wayne. "The School and the University: Cooperative Roles," Elementary School Journal, 70:317-20; March 1970.

From the assessment of a course in social studies curriculum and methodology related to student teaching, the authors found that beneficial cooperative programs can be developed within the framework of existing student teaching programs with a minimum increase in cost and personnel.

Levine, Madeline. "Extending Laboratory Experiences," Journal of Teacher Education, 12:29-35; March 1961.

Experiences in the school setting are provided prior to student teaching. Principals favorably compare the performance of participants to the performance of student teachers who have not participated. Functions of the school, administrative faculty relationships, and relationships with children are cited as areas of experience that appear valuable.

Merrimack College, Department of Education. "A Program for Teaching of Special Methods." North Andover, Mass.: the Department [n.d.].
Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

The secondary education majors at Merrimack College take a pre-student teaching special methods-general methods course that is team taught by professors and school personnel from the community schools. Outstanding school people are selected as visiting lecturers to work on campus with the college students in the areas of materials, methodology, and innovations characteristic of a particular teaching area.

Mette, Harvey. "Campus Schools and Student Teaching Centers," Campus School Exchange [Brooklyn: Long Island University], 41-44; Spring 1968. ED 023 641. EDRS Price: MF-$0.65; HC-$3.29.

The writer discusses the typical features of off-campus teacher education centers serviced by resident supervisors.

Rogers, John R. "A 'Different' Summer School," Journal of Teacher Education, 12:127-28; March 1961.

Student teachers with some background gain additional experiences in a summer school setting. Individualization, unit teaching, interest-centered purposeful activities, innovation, and break from routine are cited. The college administration and the local school board cooperate to produce an enrichment program for children and student teachers.

Williams, Chester S. "Professional Laboratory Experiences in Oklahoma," Journal of Teacher Education, 11:497-505; December 1960.

Oklahoma relies on concepts in Dr. Thomas D. Horn's "A High Quality Student-Teaching Program," used in the regional conferences of the National Commission on Teacher Education and Professional Standards in 1958. The program of a group of Oklahoma schools is cited.

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